

Brief CV of **Professor Rajarshi Roy**  
(Subject: **EDUCATION**)

1. Name: **RAJARSHI ROY**

2. Address for communication:

a) *Residence:*

**'Roi', Opp. to Andruse Hospital, Paschim Pally, Santiniketan,  
PIN-731235, W.B.**



b) *Office:*

**Department of Education, Vinaya Bhavana, VISVA-BHARATI, Santiniketan, PIN-731235, W.B.**

3. E-mail: **dr\_r\_roy@yahoo.com** ; Alternate email, if any: **rajarshiroy5791@gmail.com**

4. DoB: 26.10.1972

5. Mobile Phone No.: **+91 8918683695**

6. Designation: **Professor of Education (Substantive Cadre)**

7. If Professor, since when (date): **In Visva-Bharati from 03.04.2014;**

(\**First offer of Professorship from UGB on 15.10.2008.*\*)

8. Name of the University/Institution/Organization: **Visva-Bharati, Santiniketan, PIN-731235, W.B.**

9. Service & appointment Record:

**03.04.2014 - Till date:** Professor of Education (Permanent & Substantive Cadre), Department of Education (Vinaya Bhavana), Visva-Bharati, Sriniketan-731235.

**15.10.2008:** *Offer of appointment as Professor of Education in UGB (a Govt. state university) in West Bengal.*

**01.01.2006 - 02.04.2014:** Associate Professor of Education (Permanent & Substantive Cadre), Department of Education National Institute of Technical Teachers' Training & Research, Kolkata (Under MHRD, Government of India), Kolkata-700 106.

**01.10.2002 - 31.12.2005:** Assistant Professor of Education [i.e., Reader (Permanent & Substantive Cadre) under 5<sup>th</sup> CPC], Department of Education National Institute of Technical Teachers' Training & Research, Kolkata (Under MHRD, Government of India), Kolkata-700 106.

**10.04.1997 - 30.09.2002:** Lecturer in Education (Permanent & Substantive Cadre), Department of Education, Assam University, Assam-788 011

10. **Research & Educational Qualification:** **Ph.D. (Education) (2001);** M.A. (Sociology); M.Ed.

11. Areas of special interest as evident from research publications:

- Curricula & Instructional Technology (*including Education & Training Technology*)
- Educosociology & Epistemology;
- Ethnopedagogy & Psychopedagogy

12. Recent Publications

**Year: 2020**

**Roy, R.** (June, 2020). Understanding ICT in Education. pp 1-27, *Cit. in* Integrating ICT in Education [Subba, D. (Ed.). pp xv+238]. New Delhi: APH Publishing House, ISBN 97 893 89875 06 5.

**Roy, R.** & *Tirkey, N.* (September, 2020). Effect of blended and traditional instructional strategies on 'Principle Schema' in life-science learning at secondary level students with relation to their

learning-styles. *Int. Journal of Research in Humanities and Social Studies* 7(6), pp 17-27. ISSN 2394-6288 (P); 2394-6296(O).

Gope, L. & **Roy, R.** (May, 2020). Inclusion of Indigenous Pedagogy in B.Ed. curriculum, practiced by the Santhal community. *Journal of Xidian University* 14(4), pp 689-702. ISSN 1001-2400.

Mondal, S. & **Roy, R.** (May, 2020). Analysis of key components of secondary teacher education curriculum: Objectives, content and learning experiences of the different courses. *Purukala* 31(32), pp 169-176. ISSN 0971-2143.

Gope, L. & **Roy, R.** (March, 2020). Identification of the Indigenous Knowledge for Sustainable Development, practiced by the Chakma Community in North-East India. *Parishodh Journal* IX (III), 4883-4913. ISSN 2347-6648.

Mondal, S. & **Roy, R.** (March, 2020). Inclusion of ethnocultural components in secondary teacher education curriculum. *Studies in Indian Place Names* 40 (56), pp 1177-1185. ISSN 2394-3114.

### **Year: 2019**

Sarkar, P. & **Roy, R.** (June, 2019). Impact of perceived stress over psychopedagogical status of teachers engaged in liberal education system. *Journal of Education and Pedagogy* XI (1), pp 39-61. ISSN: 0975-0797.

Tirkey, N. & **Roy, R.** (June, 2019). Effect of blended and traditional Instructional strategies on 'Procedure Schema' in life-science learning at secondary level students with relation to their learning-styles. *Journal of Education and Pedagogy* XI (1), pp 16-30. ISSN: 0975-0797.

Sarkar, P. & **Roy, R.** (June, 2019). Does stress possess any impact over Psychopedagogical status of the teachers, engaged in professional education system? *International Journal of Research and Analytical Reviews (IJRAR)*, 6(2), pp 928 - 944. ISSN 2349-5138.

Sarkar, P. & **Roy, R.** (June, 2019). Impact of stress over selected Psychopedagogical attributes among the engineering teachers. *Journal of Educational Technologies and Innovative Research*, 6(6), pp 487 – 503. ISSN 2349-5162.

Tirkey, N. & **Roy, R.** (January, 2019). Effect of blended and traditional Instructional strategies on 'Concept Schema' in life-science learning at secondary level students with relation to their learning-styles. *Journal of Education and Pedagogy* X (2), pp 21-35. ISSN: 0975-0797.

### **Year: 2018**

Gope, L., & **Roy, R.** (August, 2018). Basic components of indigenous Education in the light of *Shri Prabhat Ranjan Sarkar, Harichand Thakur and Anukul Chandra Chakraborty*. pp 61-75. *Cit. in Knowledge, Experience and Education among tribal people of eastern India* [Bhui, S. & Behera, S. K. Eds.]. New Delhi: Mangalam Publications, ISBN 9789386123497.

Tirkey, N. & **Roy, R.** (March, 2018). Effect of blended and traditional Instructional strategies on 'Fact Schema' in life-science learning at secondary level students with relation to their learning-styles. *Jamia Journal of Education* 4(2), pp 77-89. ISSN: 2348-3490.

### **Year: 2017**

Tirkey, N. & **Roy, R.** (August, 2017). Learning styles in relation to different instructional strategies for enhancing learners' performance in life-science in Jharkhand (India). *Int. Jr. of Research in Humanities and Social Studies* 4(7), pp 1-9. ISSN: 23946288.

Gope, L., Behra, S. & **Roy R.** (August, 2017). Identification of Indigenous knowledge components for sustainable development among the Santhal community. *American Jr. of Educational Research*. 5(8), pp. 887-893, Available online at <http://pubs.sciepub.com/education/5/8/8>  
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Gope, L. & **Roy R.** (April, 2017). Women empowerment through indigenous knowledge: A mission towards sustainable society. *Eduquest* 5(2), pp. 63-73 ISSN: 22773614

**13. Books authored and/or Edited:**

**2016.** Knowledge Transfer for Quality Education. New Delhi: Shipra Pub. ISBN: 978-81-7541-862-2, pp **xii+303.**

**2014.** Education for Sustainable Development. New Delhi: Shipra Pub. ISBN: 978-81-7541-743-4, pp **viii+166.**

**2011.** Educational Technology in Changing Society. New Delhi: Shipra Pub. ISBN: 978-81-7541-599-7, pp. **xii+307.**

**2009.** Engineering Education: Perspectives, Issues and Concerns. New Delhi: Shipra Pub. ISBN: 978-81-7541-504-1, pp. **vi+471.**

**2009.** Women, Education and Development. New Delhi: Shipra Pub. ISBN: 978-81-7541-459-7, pp. **vii+212.**

**2008.** Beyond Curriculum, Pedagogy and Teachers' Training for Environmental Education. New Delhi: Shipra Pub. ISBN: 978-81-7541-401-3, pp. **vi+239.**


**2007.** Ethno-Pedagogy: Education of Tribes, Teachers' Training and Juxtaposition of Status. New Delhi: Shipra Pub. ISBN: 81-7541-318-2, pp. **xv+245** [*Cataloged in Library of Congress (LoC)*]

13. Countries visited with academic assignments so far: Seoul - South Korea, Hong Kong - SAR China, Nepal, Thailand - Bangkok - Phuket, Cambodia, Singapore, Ukraine -Russia, Bangladesh etc.

14. a. Number of scholars awarded with Ph.D. (Education) under supervision within last two years: 02.

b. Number of scholar(s) submitted Ph.D. (Education) thesis under supervision for whom viva-voce is pending within last two years: 01.

c. Number of scholar(s) currently pursuing Ph.D. (Education) under supervision: 01



Signature with seal

Dated Santiniketan, The 15<sup>th</sup> day of June, 2021